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ABSTRACT

This teaching unit, Water Transportation, is one in a series of career guides developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking third and fourth grade elementary classroom experiences with the world of work. Part of the Transportation Occupations Career Cluster, these seven lessons discuss both the importance of and the various types of water transportation and describe a number of water transportation career opportunities in the field. An introductory section gives the unit rationale, goals, performance objectives, entry-level assessment, and evaluation. A list of instructional materials, such as films, filmstrips, books, art supplies, and community resources, is included in this section. Each lesson contains a statement of purpose, materials needed for the lesson, an introductory statement, class activities, and a summary activity. Written materials (such as worksheets, surveys, and task cards) are included where feasible. (This guide is one of twenty-four in the series for grades 3 and 4--CE 025 766-789.) (MEK)

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ED188005

OFFICE OF CLUADE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#121

A CAREER UNIT FOR GRADES 3 AND 4

WATER TRANSPORTATION

(Transportation Occupations Career Cluster)

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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February, 1978

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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Transportation Occupations Career Cluster

WATER TRANSPORTATION

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Transportation Occupations Career Cluster

WATER TRANSPORTATION

RATIONALE

The children of this age group should be interested in the important part that boats play in their lives. Through this unit the children will learn how people meet problems of travel and transport by utilizing their environment.

GOALS

Through this unit, the students will:

- -Become aware of the contribution of water transportation to people's welfare and pleasure.
- -Increase their knowledge of the various types of water transportation.
- -Form attitudes which will lead to safe conduct when on and around boats.
- -Increase their understanding of the interdependence of communities and nations.
- -Develop an appreciation for the services of the many people who contribute to the safety, convenience, and comfort of water travel and transport.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

- -Name at least five occupations concerned with water transportation.
- -Describe the kind of education and training needed in several water transportation occupations.
- -State examples of how various methods of water transportation affect their lives.
- -Name and briefly describe at least four or five types of ships.
- -Give examples of some of the basic terminology common to the field of water transportation.

ENTRY LEVEL ASSESSMENT
(To be used as a pre-test and post-test).

Use this informal inventory to determine class awareness of occupations connected with water transportation.

1. What is meant by water transportation?

2. Name 5 different kinds of boats or ships.

3. Name 5 jobs available in the area of water transportation.

4. What is a buoy? wharf? harbor? starboard? aft? fore?

5. Name 3 ways in which water transportation affects your lives.

6. How are boats, passengers and cargoes kept safe?

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

The following materials and equipment may be used in this unit:

-Task cards.
-Library books.
-Worksheets.
-Art materials.
-Magazines.
-Tapes and tape recorder.
-Films and filmstrips as listed.
-Film and filmstrip projector.
-Permission slips.

Films:

Transportation Around the World
Captain Brown, Harbor Pilot
Operation Liner

Filmstrips:

Ocean Is Transportation
Boats, Ships and Harbors
Ocean Is Jobs for People

Books:

Dewey Number	Title	Author
387	How We Travel on Water	Provus
387	About the Captain of a Ship	Chace
387	I Want to Be a Ship Captain	Greene
387	The True Book of Ships and Seaports	Carter

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:	MP	7260	Boats (river boats)
	MP	6304	Ocean to Ocean (Panama Canal)
	MP	6454	Ships in Harbor
	MP	6455	Ships Need a Harbor
	MP	934	Ocean - A First Film

INSTRUCTIONAL STRATEGY: LESSONS 1-7

Lesson 1

PURPOSE

To familiarize students with the wide variety of ships and boats used in water transportation.

MATERIALS

1. Chart paper.
2. Felt pen.
3. Reference list of ships and boats, next page.
4. Pictures of ships and boats from books and magazines (or if available, study prints, film or filmstrips).
5. Task Cards 1 through 4.

INTRODUCTION

Say: "Today we will begin our study of the many different types of ships and boats used in water transportation, other than those ships used by the military. Let's begin by making a list together and then we can discuss it."

CLASS ACTIVITIES

1. View and discuss pictures, film or filmstrip.
2. List types of ships and boats on chart paper as they are mentioned by the class. See reference sheet for Lesson 1, next page. Complete the list by adding ships that students omitted.
3. Do task cards.

SUMMARY

1. Review list of ships and boats compiled by students.
2. Reports from students using task cards.

Reference Sheet for Lesson 1:

Lake freighter

Ocean-going freighter

Tugboat

Barge

Fireboat

Icebreaker

Passenger ship - ocean liner

Cruise ship - lakes, rivers, etc.

Tanker

Tuna clipper

Ferry boat

Cable laying ship

Research ship

Dredger

Lightship

Hospital ship

Patrol boat - Harbor Police boat, etc.

Pleasure boats (sailboats, small motor boats, canoes, rowboats, etc.)

Local excursion boats (harbor cruise boats, etc.)

Charter boats used for specialized tasks such as looking for sunken treasure, locating minerals, etc.

Lesson 2

PURPOSE

To gain knowledge about the variety of occupations available in the field of water transportation.

MATERIALS

1. Water Transportation Occupations reference sheet, next page.
2. Chalk board and chalk - or - chart paper and felt pens.
3. Books: as listed in Suggested Instructional Materials, front of unit, obtained from school library, and public library.
4. Encyclopedias and other reference books.
5. Task Cards 5 through 10.

INTRODUCTION

Say: "There are many different kinds of jobs that people do who work on boats and ships. Let's see how many we can think of."

CLASS ACTIVITIES

1. Make a class list of water transportation jobs (refer to reference sheet.)
2. Divide class into groups of 3 or 4.
3. Using books and encyclopedias, have each group prepare a report about one type of ship or boat and the jobs that people do on these water transportation vessels. The groups may draw pictures of the ships or show pictures to illustrate their reports.
4. Do task cards.

SUMMARY

1. Have groups present reports.
2. Discuss main points learned from each presentation.
3. Reports from students using task cards.

Reference Sheet for Lesson 2:

Some Occupations in Water Transportation

Captain

Mate

Engineer

Able seaman

Seaman

Steward

Chief cook

Radio operator

Ship Doctor

Ship Nurse

Harbor Pilot

Deep sea diver

Commercial fisherman

Tugboat crewman

Charter boat captain

Fireboat crewman

Harbor Police

Purser

Lesson 3
(Optional, if a resource person is locally available).

PURPOSE

To learn more about the job responsibilities of a person actually making a living in a water transportation occupation.

MATERIALS

1. Resource person
   (Note: a story, film or filmstrip may be substituted for the resource person, if an appropriate one is available).
2. Task Card 7.
3. Paper and pencils.
4. Guide for guest speaker, next page.

INTRODUCTION

Say: "We have been learning about some of the different kinds of jobs people do who work on boats and ships. Today we have with us a man who makes his living working on a _____. Listen carefully so you will be able to ask good questions.

CLASS ACTIVITIES

1. Listen to guest speaker.
2. Have a question and answer period.
3. Do task cards.

SUMMARY

1. Review and discuss what we learned from guest speaker.
2. Reports from students using task cards.
3. Write thank you notes.

Guide for Guest Speaker:

1. What is water transportation?

2. Tell about some different kinds of boats and ships.

3. Tell about some jobs available in water transportation and explain some of the responsibilities for each job.

4. What is a buoy? wharf? harbor? starboard? etc.

5. How does water transportation affect your lives?

6. Tell how water transportation brings you in contact with other countries.

7. What education/training is necessary to be a ship's captain? engineer? radio operator? etc.

8. How are boats, passengers, and cargoes kept safe?

Lesson 4

PURPOSE

To familiarize students with some of the terms and expressions used in various water transportation occupations.

MATERIALS

1. Worksheet, next page.
2. Pencil.
3. Reference books: Dictionary, Encyclopedias and books listed in Suggested Instructional Materials section.
4. Task Cards 15 and 16.

INTRODUCTION

Say: "Every job has a language of its own. People who work at those jobs use words and expressions that have a special meaning to them. Today we are going to learn some of the special words that people use who work on ships and boats."

CLASS ACTIVITIES

1. Discuss the worksheet and how to use it. (Make sure students can pronounce word list).
2. Students work individually on worksheet, using reference books as needed.
3. Do task cards.

SUMMARY

1. Discuss completed worksheets.
2. Reports from students using task cards.

Worksheet for Lesson 4

Terms in Water Transportation

Choose the correct word to complete each sentence. You may use reference books.

1. The water is very quiet in _____ so the boats and ships can dock safely.
2. A _____ is a wall that keeps waves out of the harbor.
3. A _____ signals a safe way for a ship to get into a harbor.
4. _____ are smaller signals placed in the water for ships and boats.
5. A freighter carries _____ from one place to another.
6. _____ means the right side of a ship.
7. _____ means the left side of a ship.
8. _____ means the back or stern of a ship.
9. _____ means the front or bow of a ship.
10. The captain commands the ship from the _____.
11. The ocean liners travel to _____.
12. Five short toots mean _____.
13. A tug boat has ropes called _____.
14. Ships dock at the _____.
15. Each ship had its own place to dock. It is called a _____.
16. A cook works in the _____.
17. The depth of water in the ocean is measured in _____.

galley harbor berth breakwater cargo wharf

starboard hawsers port fire fore fathoms

aft ports of call buoys bridge lighthouse

Lesson 5

PURPOSE

To have students gain in understanding of how all their lives are affected by water transportation.

MATERIALS

1. Writing paper and pencils.

. Books, as listed in Suggested Instructional Materials section, obtained from the school and public library.

INTRODUCTION

Say: "Water transportation plays a very important role in all our lives. What we wear, what we eat, in fact just about everything we do is affected by water transportation. Today we are going to think about this idea."

CLASS ACTIVITIES

1. Discuss some of the library book stories which pertain to this concept.

2. Ask students for their ideas and discuss them.

3. Have each student pretend that he/she is on an ocean liner, lake freighter or other type of ship that travels to many ports. Have students write short reports on where their ship would go, what they would see and what cargo they might carry.

SUMMARY

1. Ask students to read and share their reports with the class.

2. Discuss what the reports tell us about how water transportation affects our lives.

3. Reports from students using task cards.

Lesson 6

PURPOSE

To review and summarize what has been learned in this unit.

MATERIALS

1. Butcher paper.
2. Felt pens and crayons.
3. Lined paper and manila paper.
4. Task Cards 18 and 19.

INTRODUCTION

Say: "Today we are going to try to remember some of the important things we have learned in our study of water transportation. What boat or ship did you find the most interesting? What job would you like to have?"

CLASS ACTIVITIES

Student choice:

1. Students write short article about the ship they like best and the job they would like to have on the ship.
2. Students draw picture of their favorite ship.
3. Group using task cards draw ships on butcher paper.
4. Other task card activities.

SUMMARY

1. Students read their articles to the class.
2. Discussion of articles.
3. Pictures are displayed on bulletin board, along with pictures drawn by group.
4. Report from students using task cards.

Lesson 7

PURPOSE

To evaluate what the children have learned about water transportation.

MATERIALS

1. Tape from pretest.
2. Tape recorder and tape.
3. Entry Level Assessment.
4. All task cards.

INTRODUCTION

Say: "Today we are going to find out how much we've learned about water transportation. First, let's listen to the tape we made before this unit began. Let's find out how much more we know now."

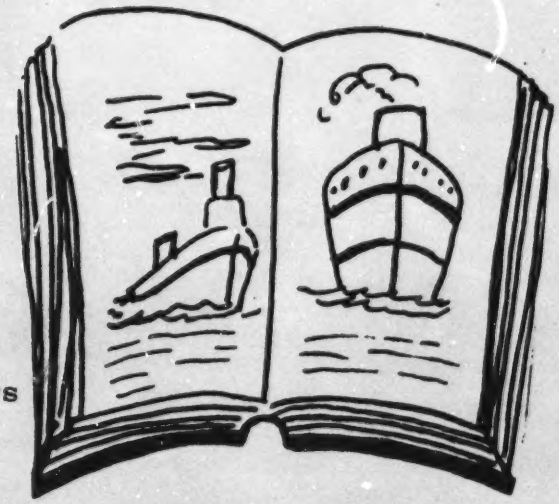
CLASS ACTIVITIES

1. Listen to pre-test tape.
2. Make new tape as a post-test.
3. Free use of task cards.

SUMMARY

The tape acts as a summary for the unit. During taping, children should feel free to express their opinions regarding this unit, describing what they might not have liked, as well as what they did like.

SCRAPBOOK



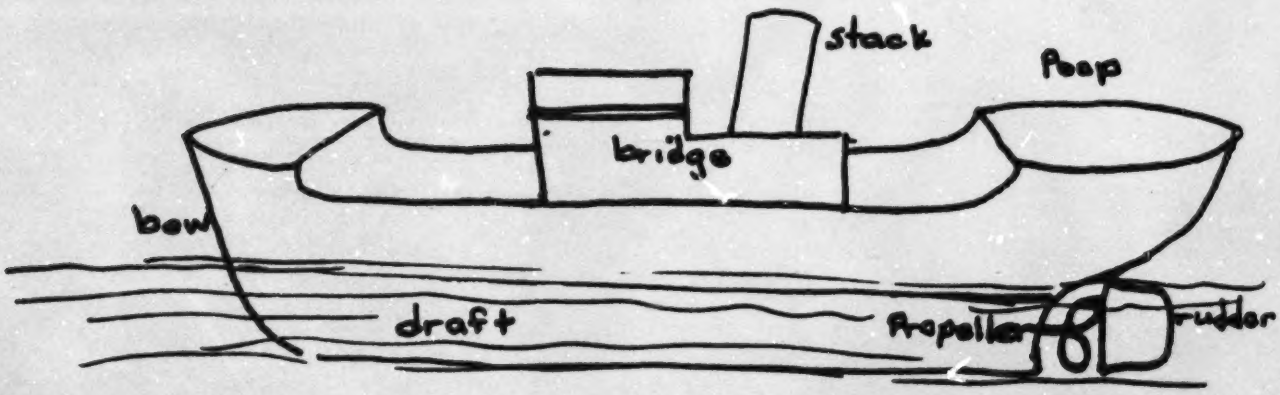
You need:

1. paper
2. scissors
3. glue or stapler
4. old magazines and newspapers

Find pictures of as many different kinds of ships and boats as you can. Cut them out and glue or staple them onto paper. Make a scrap book of your pictures.

Write a short paragraph under each picture, telling what kind of ship it shows and how the ship is used.

A SHIP HAS MANY PARTS

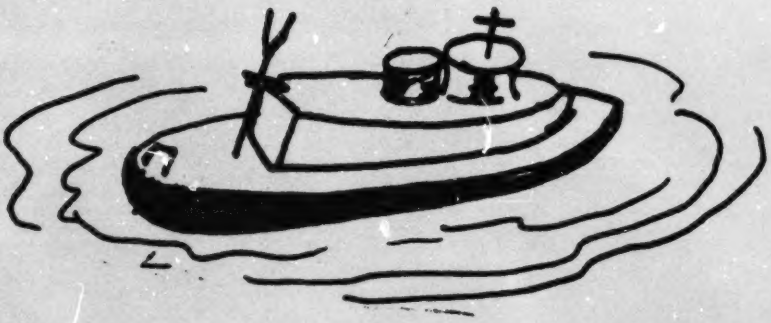


You need:

1. paper
2. pencil
3. crayons
4. book about ships

Draw a picture of a ship, such as a cruiser or ocean liner. Then label the various parts of the ship, such as bow, stern, stack, propeller, etc.

HOW WE USE SHIPS



Ships that work for us	Ships that protect our country	Ships that give us pleasure

You need:

1. paper
2. pencil
3. books about ships

Copy the chart on your paper. Fill in the spaces under each heading with as many ships as you can. Draw a picture of one of the ships in each group.

READ ALL ABOUT IT

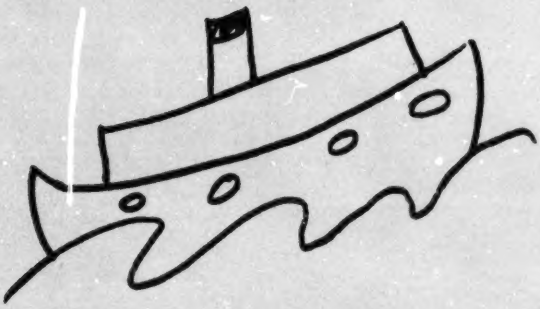
You need:

1. good imagination
2. writing skills
3. book about ships
4. paper
5. pencil

Pretend you are the star reporter for the newspaper and a beautiful new ship is ready to be launched.

Write a news story telling your readers all about the new ship. You may write about any of the ships the class listed.

TOOLS OF THE TRADE



You need:

1. construction paper
2. felt pens

Ask your school librarian to help you find a book or encyclopedia that tells about someone who works on a ship or boat. Make a poster to show the equipment or tools that he must use on his job. Label the pictures on your poster.

WHAT'S MY LINE

You need:

1. paper - lined and manila
2. pencil
3. crayons

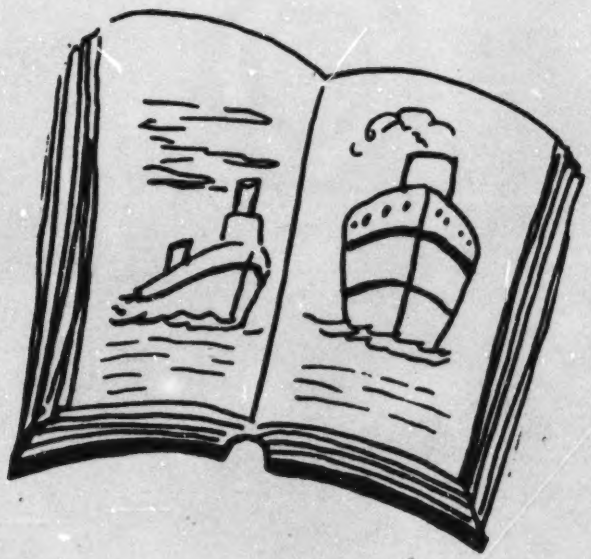
The way people live is their <u>lifestyle</u>. Sometimes certain jobs cause people to live in special ways.

Write a paragraph about someone who works on a ship or boat. Tell about his or her lifestyle. Then let someone guess "What's My Line?"

IT'S MY JOB

You need:

1. good imagination
2. pencil
3. paper



Find a library book about people who work on ships. Do you like any of the jobs? Maybe you think being a radioman would be interesting, or how about a fisherman on a tuna boat. Write a short story about your job at sea. Tell us about all the places your ship might go and what you would do on the ship.

MAN OVERBOARD!

You need:

1. chart paper
2. felt pens
3. crayons or color marking pencils

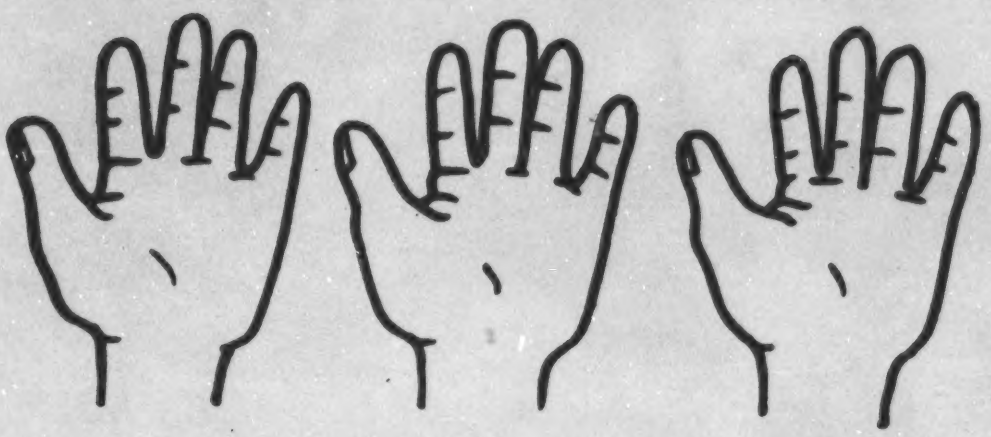
A person who works on a ship has to be careful. A ship can be dangerous and safety rules must be followed or someone will be hurt.

Make a chart listing as many good safety rules for ships and boats that you can. Write a title for your chart and draw a picture or pictures to make it more interesting.

TO TELL THE TRUTH

You need:

1. a group of children
2. the names of three water transportation jobs



Think of three water transportation jobs. You must know something about each job so you can ask intelligent questions. Three contestants will claim to be the "real worker" with the "real" water transportation job. Try to match the worker with the job. The class will decide which job belongs to which worker.

THE JOB INTERVIEW

You need:

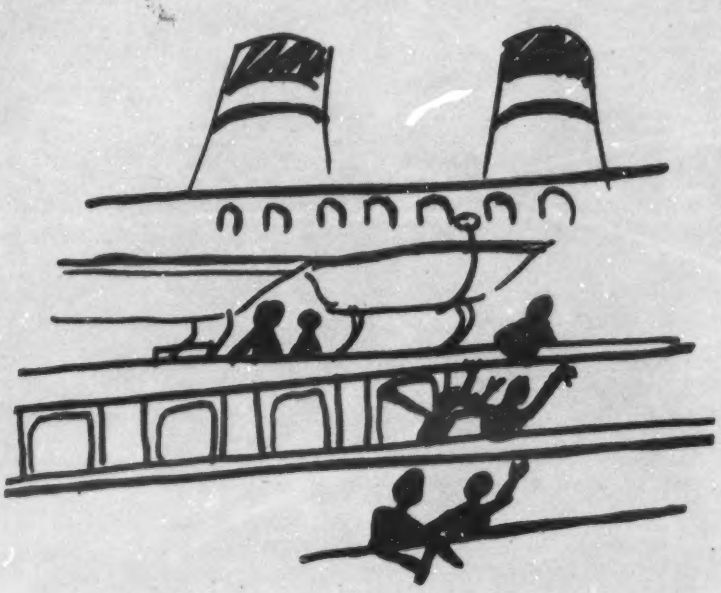
1. a group of children
2. several water transportation job titles
3. tape recorder

Take turns being interviewed for a job in water transportation. Each person should take turns being the captain of a ship who is hiring people for his ship. Take turns being the captain who asks the person what he knows about the job. What kind of education should each person have for a certain job? Use the tape recorder to record the interviews. Play the tape for the class.

TOUR GUIDE

You need:

1. lots of imagination
2. information about an ocean liner



Pretend.....

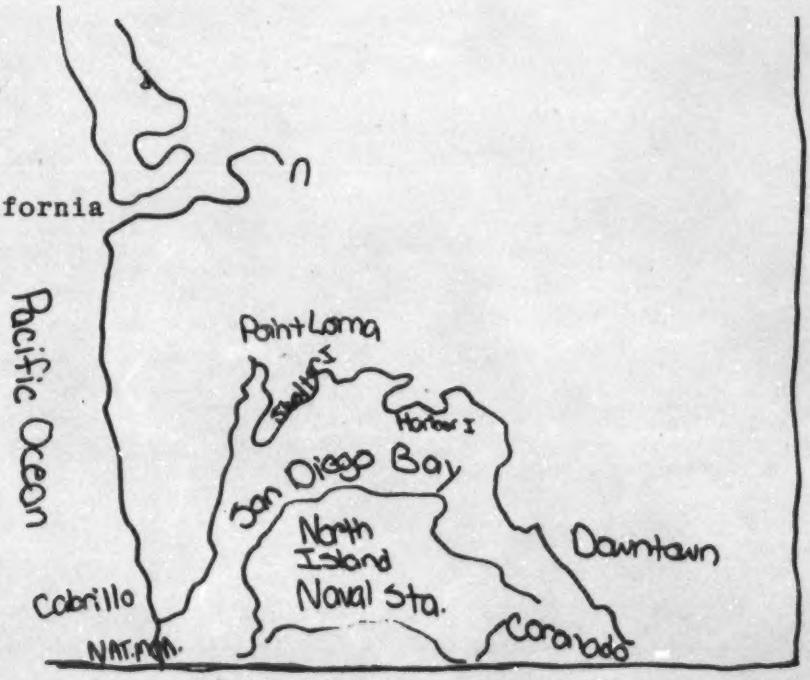
You are going to be the tour guide for your classmates. Most, or all of them, have never been on an ocean liner. You are to take them on a trip all over the liner and tell them all about it.

So. . . . .all aboard!

AN OCEAN CITY

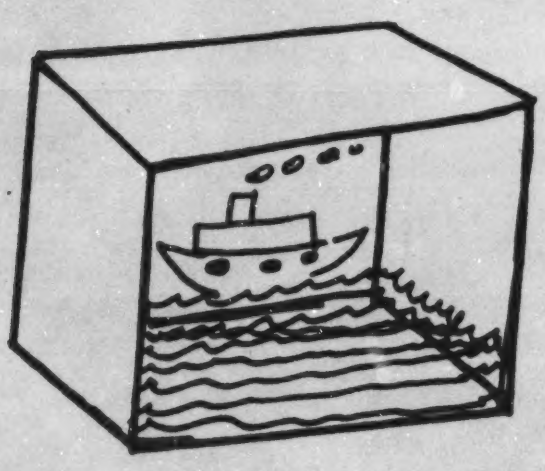
You need:

1. plain paper
2. pencil
3. map of California



California has many cities which are located on the world's largest ocean. Find some of these cities, such as San Francisco, San Diego, and Los Angeles. Draw a map showing the shape of one of California's bays. Label some of the places located on the bay.

MAKE A DISPLAY



You need:

1. a shoe box
2. paper
3. crayons
4. felt pens
5. paste
6. scissors

Use a shoe box to make a water transportation diorama.

THE WORD GAME

PORT

STARBOARD

STERN

You need:

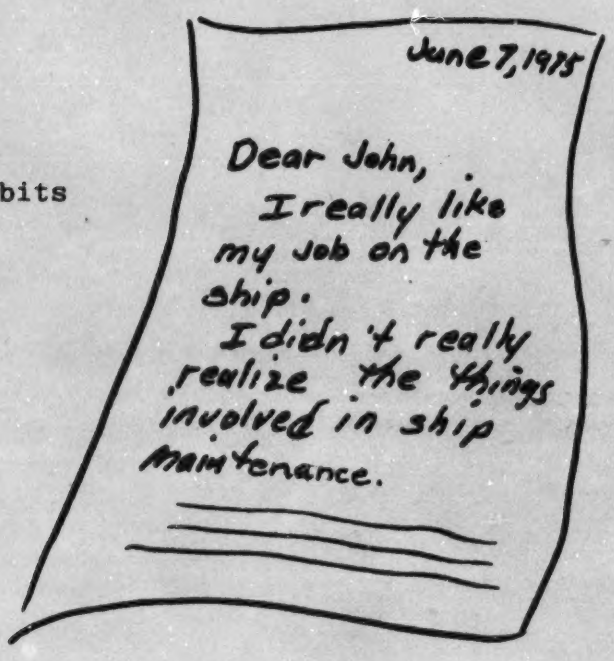
1. a group of children
2. tag board or paper
3. colored marking pens or pencils

Start a class list of "sea-worthy" words and expressions. Ask parents, friends, teachers, librarians, etc., to help you think of them. Be sure you know what they mean!

DEAR PEN PAL

You need:

1. paper
2. pencil
3. good writing habits
4. a "pen pal"



Pretend that you have a job on a ship or boat. Write a letter to a pen pal describing your new job on the ship or boat. Use as many of the words and expressions you have learned as you can. Explain to your pen pal what these words mean. Be ready to share your letter with your classmates.

THE GREAT LAKES

You need:

1. book about the Great Lakes
2. group of children
3. butcher paper
4. pencils
5. writing paper

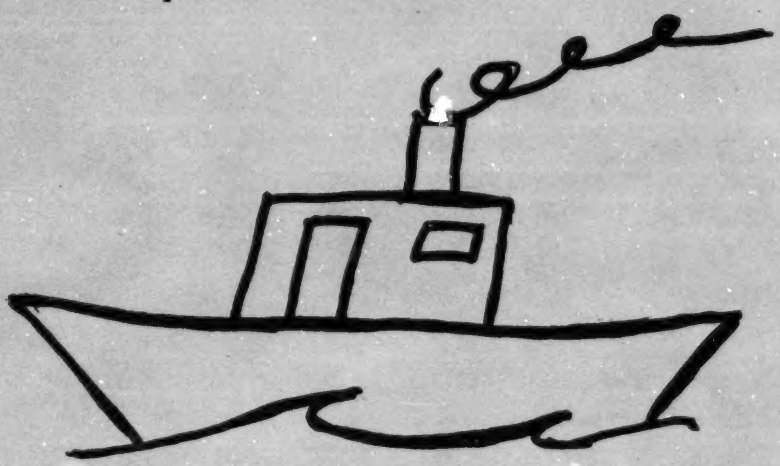
The Great Lakes are the most important inland waterway in the world. Using the butcher paper, draw a map showing the Great Lakes. Label the lakes, important rivers, and cities that are located near the Great Lakes.

Have some members of your group look up information and write short reports about each of the lakes.

BOAT FOR HIRE

You need:

1. lots of imagination
2. paper
3. pencil



Pretend.....

You are the captain of a modern sportfishing charter boat. You have taken several people out fishing and have just returned to your home port.

Write in your ships log and tell all about the trip:

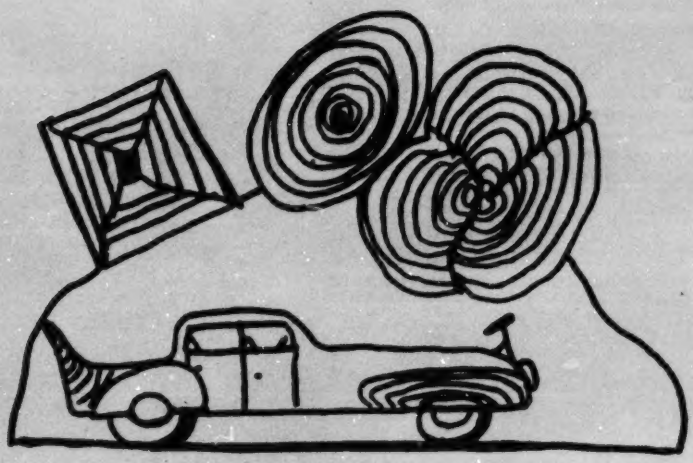
1. Where did you go?
2. What did you see on the way?
3. What fish did you catch?
4. Describe your boat.
5. Tell about your crew and what kind of work they do.
6. Anything else you think will make your log entry interesting.

POP ART

You need:

1. construction paper
2. scissors
3. string
4. marking pen or pencil

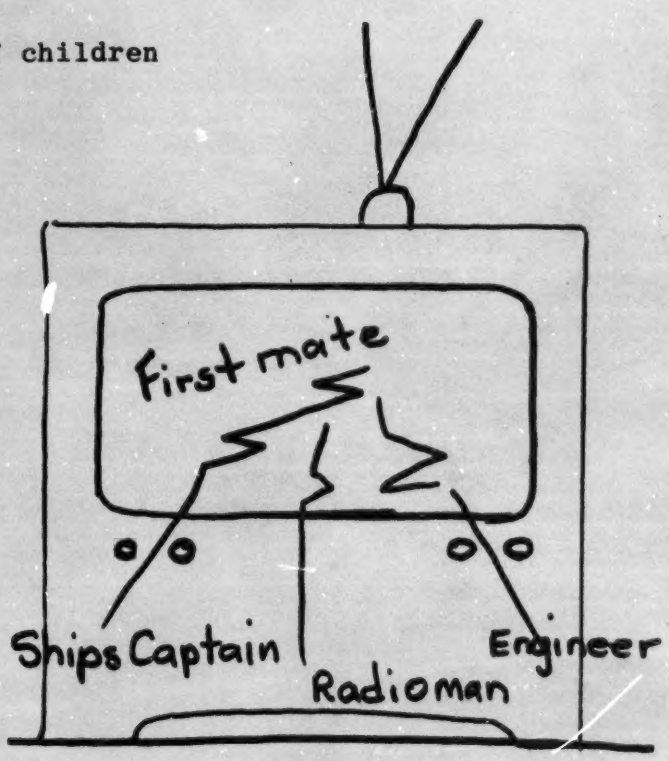
Construct a "way out" mobile using cut-out outlines and pictures of ships, boat, or any objects connected with water transportation. Let your creative imagination loose and see how much fun you can have!



SHOW BIZ

You need:

1. tape recorder
2. small group of children
3. paper
4. pencil



A well known ship captain is being interviewed on a T.V. show. Have your group plan the interview. Prepare a list of questions to ask the captain. Choose the captain and the interviewer. Record the interview using the tape recorder. Play the tape for your classmates.